



North Carolina Department of Public Instruction

INSTRUCTIONAL SUPPORT TOOLS

FOR ACHIEVING NEW STANDARDS

This document is designed to assist North Carolina educators in effective instruction of the new Common Core State and/or North Carolina Essential Standards (Standard Course of Study) in order to increase student achievement. NCDPI staff are continually updating and improving instructional tools to better serve teachers.

Graphic Organizers for the *North Carolina English Language Development Essential Standards*

What is the purpose of this tool?

These visual representations assist the student in organizing abstract “big picture” information that is new, overwhelming or misunderstood. Research supports the utilization of graphic organizers as a contributing factor in improving student performance. The examples are to model varied organizers and their use in provoking student engagement, organization, and understanding, thus equipping the teacher with the knowledge to develop and use such tools effectively with the new standards. By providing these examples, DPI is creating a foundation for teachers to shift the focus from merely classroom instruction to also include student learning.

What is in the tool?

The instructional tool uses straightforward (clear) models/examples that can be used in the classroom in alignment with the new standards. The tool speaks directly to teachers and holds high expectations for teachers’ ability to understand the use of the tool as a mechanism for differentiating instruction.

How do I send feedback?

We intend the explanations and examples in this document to be helpful and specific. That said, we believe that as this document is used, teachers and educators will find ways in which the tool can be improved and made even more useful. Please send feedback to us at feedback@dpi.nc.gov and we will use your input to refine our instructional tool. Thank You!

Where are the new Common Core State and North Carolina Essential Standards?

All standards are located at <http://www.ncpublicschools.org/acre/standards/>.

Where are the supporting documents and resources that accompany the standards?

The *English Language Development Essential Standards* wiki at <http://eldnnces.ncdpi.wikispaces.net/> includes links to standards, tools, resources and professional development materials specific to English as a Second Language.

Graphic III Graphic Organizer for Interpreting Time (GOFIT)

Modified for English Language Learners (ELLs)

Considerations for English language learners (ELLs): Teachers can help ELLs access content by modifying the questions they ask according to the students' English language proficiency level. Higher-order thinking questions that ask students to analyze and evaluate are possible with scaffolding.

Tiered questions provide scaffolding to advance student individual learning. Tiered questions allow a teacher to work within Vygotsky's zone of proximal development, that is, the point between what a student can do independently and what a student can do with guidance.

Sample tiered questions for English language learners (ELLs) in italics:

- Describe in detail why this is a notable person in history.
 - *Show me why this person is important? (student can act out or draw event)*
 - *Point to the event on the timeline.*
 - *Why is this person important?*
 - *What actions made this person important?*
- In what ways were his or her contributions unusual?
 - *Was this person's action different? What did most people do?*
 - *How were this person's actions different?*
 - *Why do you think this person did this?*
- Explain in detail how he or she influenced society.
 - *Name ways he/she changed peoples' lives.*
 - *How did he/she change peoples' lives?*
 - *What is the relationship between how people acted before this person's action and after this person's action?*
- In what ways did other people benefit from her contributions?
 - *Did other people benefit from her action(s)? Show me how (point to/draw a picture, act out).*
 - *List how other people changed for the better because of her actions.*
 - *Why do you think her action was good for everyone?*
- Describe in detail what motivated her to not give up her efforts.
 - *Did she stop? Why not?*
 - *What caused her to stop?*
 - *What would have happened if she had stopped?*
- How is her life different from your life today?
 - *Was her life the same or different from yours? Name two differences.*
 - *Imagine she had not done this. Would your life be different? How?*